DOCUMENT RESUME

ED 064 474 VT 015 434

AUTHOR	Fielstra, Clarence; Rosenquist, Barbara
TITLE	Evaluative Study Design, Phase I of the Secondary Schools Project for an Introduction to the Allied Health Professions.
INSTITUTION	California Univ., Los Angeles. Div. of Vocational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	CVTE-000002
PUB DATE	Feb 71
NOTE	34p.; PAES Collection
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Design; Developmental Programs; *Evaluation Techniques; *Health Occupations; Learning Experience; *Pilot Projects; *Program Effectiveness; *Program Evaluation; Secondary Grades; Student Participation; Vocational Education
IDENTIFIERS	Beginning Competence

ABSTRACT

This pilot project, intended to introduce secondary students to health occupations, includes a curriculum that is being designed for replication in secondary schools throughout the nation. Evaluation of the project is intended to provide a valid means of curriculum adjustment. This document presents the proposed research design to be used for evaluating the first year of the project. During the first year, 100 tenth grade students were exposed to a broad range of health-care occupations; they will proceed to a work-experience assignment during the second year, and will be assisted in finding employment on a half-time basis during the third year. Since the functions of students, teachers, other staff members, and the cooperating institutions have been of primary concern in the implementation stage, this evaluation seeks information from them. Data concerning the following are to be used: (1) student participation in the program, (2) learning experiences afforded participants, (3) general quality and effectiveness of the program, and (4) student progress toward achievement of stated performance objectives. (GEB)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

000002

ED 064474

THE UCLA ALLIED HEALTH PROFESSIONS PROJECTS

SECONDARY SCHOOLS PILOT AND
DEMONSTRATION PROJECT

EVALUATIVE STUDY DESIGN, PHASE I
OF
THE SECONDARY SCHOOLS PROJECT

USOE RESEARCH AND DEMONSTRATION
GRANT 8-0627
UNIVERSITY OF CALIFORNIA, LOS ANGELES
DIVISION OF VOCATIONAL EDUCATION
ALLIED HEALTH PROFESSIONS PROJECTS

FEBRUARY, 1971

VT015434

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Division of Vocational Education

ALLIED HEALTH PROFESSIONS PROJECTS
Research and Development Project for Curricula
and Instruction in Allied Health Occupations

- - - - - - - - - - - - EXECUTIVE RESEARCH AND DESIGN GROUP - - - - - - - - - - -
(EXECUTIVE COMMITTEE)

David Allen, Coordinator
Professional Resources Section
Department of Vocational Education
State Department of Education

Miles H. Anderson, Director
Clinical Instructor Training Program
Division of Vocational Education
University of California, Los Angeles

Melvin L. Barlow, Professor of Education
Director, Division of Vocational Education
University of California, Los Angeles

B. Lamar Johnson, Professor of Education
University of California, Los Angeles

Richard S. Nelson, Chief
Program Operations, Vocational Education
State Department of Education

Bernard R. Strohm
Assistant Director of Hospitals and Clinics
University of California, Los Angeles

- STAFF -

Melvin L. Barlow, Ed.D.	Principal Investigator and Project Director
Katherine L. Goldsmith, Dr.P.H.	Deputy Director
Robert R. Henrich, M.S.	Senior Associate Director for Facility Support Services
Thomas E. Freeland, M.A.	Senior Associate Director for Clinical Services
Diane E. Watson, M.S.	Senior Associate Director for the Secondary Schools Pilot Project
Mary Ellison Sylva Grossman Seba Kolb	Editors

1003 Wilshire Boulevard, Santa Monica, California 90401 (213) 393-9281

EVALUATIVE STUDY DESIGN, PHASE I

OF

THE SECONDARY SCHOOLS PROJECT

FOR

AN INTRODUCTION TO

THE ALLIED HEALTH PROFESSIONS

Clarence Fielstra, Ph.D.
Director of Evaluation

Barbara Rosenquist, M.S.
Research Analyst

U.S. Office of Education
Research and Demonstration
Grant 8-0627

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Division of Vocational Education
ALLIED HEALTH PROFESSIONS PROJECTS

FEBRUARY, 1971

This publication was prepared pursuant to Contract No. OEG-8-080627-4672(085) with the Office of Education, U. S. Department of Health, Education, and Welfare. Points of view or opinions were developed on the basis of advisory committe suggestions and survey data. They do not, therefore, necessarily represent official Office of Education position or policy.

FOREWORD

The Allied Health Professions Secondary Schools pilot project is intended to introduce high school students to the allied health occupations. The curriculum for this program is being designed so that it can be replicated in secondary schools throughout the nation.

Evaluation is an important adjunct to the introduction of an allied health curriculum in the secondary schools. Critical and continued evaluation of the present project will permit a basis upon which accountability factors can be identified, and provide a valid means of curriculum adjustment.

Melvin L. Barlow
Principal Investigator and
Project Director

Katherine L. Goldsmith
Deputy Director

C O N T E N T S

	Page
Introduction	1
Proposed Research Design	3
Scope of Project Evaluation--Phase I	3
Sources of Relevant Data	6
Transition from Phase I to Phase II of Project	7
Time Schedule, 1970	8
Appendix	
Critical Incident Report	9
Student's Evaluative Opinions	13
Student's Occupational Plans	16
Student Evaluation of Hospital Experience	17
Exhibit A----Project Functional Chart	18
Exhibit B----Project Organizational Chart	19
Exhibit C----Project Staff	20
Exhibit D----Complexes Participating in Project	22
Exhibit E----Career Lattice in Allied Health Professions	23

I N T R O D U C T I O N

The Secondary Schools Pilot and Demonstration Project was initiated in July, 1969, as an extension of the Allied Health Professions Projects, a national curriculum research and development program funded by the U. S. Office of Education.

After a year of preliminary planning, preparation, and selection of the school-hospital-college complexes, the project got under way with its program in September, 1970. The pilot project is intended to develop and test a program which will motivate the student for upward mobility and prepare him for the world of work. The implementation has been attempted with respect to the functions of students, teachers, and other staff members, and an effort will be made to describe and test the program through the evaluation procedures.

The evaluation is being conducted by an educational research team headed by Dr. Clarence Fielstra of the UCLA Graduate School of Education and Miss Barbara Rosenquist of the Project staff. The method requires monitoring of the project's direction, and the major focus will be on student performance toward achieving stated objectives of the program. It will attempt, also, to identify unanticipated variables that are affecting the program as summarized. It will especially note the variables that are contributing to the success of the project and that, therefore, should be continued and strengthened.

It is anticipated that the results of this evaluation will provide a factual basis for improving the quality of Phase I of the Secondary Schools Pilot and Demonstration Program and that they will facilitate transition to the second phase of the project.

Diane E. Watson, M.S.
Senior Associate Director of the
Secondary Schools Pilot Project

PROPOSED RESEARCH DESIGN

The research design proposed here is to be used in making an evaluative study of Phase I of the Secondary Schools Pilot and Demonstration Project for an Introduction to the Allied Health Professions. The instructional aspects of the project cover a three-year period. During the first year, 100 tenth grade students (25 in each of four high schools in the greater Los Angeles area) are being exposed to the broad range of health-care occupations, and they are being given opportunities to put into use at health-care facilities the basic skills which they are being taught relative to entry-level occupations in health care. When the students complete the first year of the program, they will proceed in the second year to a work-experience assignment in a hospital under the supervision of a full-time coordinator. In the third year of the instructional program, the students will be assisted in finding health-care employment on a half-time basis (for school credit) while continuing their regular academic work during the remainder of the day.

Scope of Project Evaluation--Phase I

During the first phase of the project, data will be collected and reported concerning the following:

A. Student participation in program
   1. Criteria used for student selection
   2. Process used in student selection
   3. Reasons students applied for participation in program
   4. Numbers of students who dropped program and reasons for doing so
   5. Numbers of students who continued in program and reasons for doing so

6. Comparison of student participants with equated control group

   a. In dropouts from school

   b. In school attendance

   c. In vocational maturity

   d. In grade-point average

B. Learning experiences afforded participants during first year of program

   1. Experiences afforded by the schools through use of specially designed curriculum

   2. Exploratory activities provided by the hospital and other health-care facilities

C. General quality and effectiveness of first year of program

   1. Student opinion

   2. Teacher and school administrator opinion

D. Student progress toward achievement of each of the performance objectives stated below:

   1. The student will demonstrate his ability to make an appropriate career choice in the field of allied health.

      a. He will be able to describe job tasks (what workers do) in several allied health occupations.

      b. He will be able to list the educational and training requirements for the occupations.

      c. He will be able to describe the career ladder associated with each job, including entry and advanced positions.

      d. He will be able to describe worker characteristics needed in various positions.

2. The student will demonstrate his ability to make tentative post-high school plans (occupational choices) that are realistic for him to pursue; and he will continue in an advanced education program and/or will be employed in an allied health occupation.
   a. He will be able to describe a course of action (study) that will enable him to execute his career choice.
   b. He will be able to initiate and carry through on a high school program of study that will include courses requisite to a career in allied health occupations.
3. The student will demonstrate ability to function as an employee within the health-care system.
   a. He will demonstrate practical and theoretical knowledge of how health-care facilities operate.
   b. He will be able to perform entry-level skills for selected allied health occupations.
   c. He will be able to identify and describe the function of selected items of equipment used in allied health occupations.
   d. He will demonstrate attitudes and behavior appropriate to the world of work.
4. The student will demonstrate that he is a knowledgeable consumer of the health-care system.
   a. He will be able to identify the entry point to the appropriate health-care facility for a given health problem.
   b. He will be able to give simple information about health-care facilities to peers, family, and community neighbors.

Sources of Relevant Data

Among the sources of data to be utilized in evaluating Phase I of the Secondary Schools Project are these:

A. Data concerning the selection and characteristics of student participants in the project will be obtained from the records and reports made by staff members of the project, and comparisons of participants with an equated control group will be based on school records (cumulative files) as well as on project records.

B. Descriptions of learning experiences provided students will be obtained from curriculum specialists, teachers, and appropriate hospital personnel; and these experiences will be evaluated in terms of their contribution to student progress in achieving stated objectives of the project.

C. Opinions regarding the effectiveness of the project will be obtained through the use of evaluative forms submitted to students, teachers, school administrators, counselors, hospital personnel, project coordinators, and parents of participants.*

D. Evidence of student progress toward achievement of stated objectives will be obtained from test results; critical incident reports; observations by teachers, administrators, counselors, parents, and selected members of other groups in the project.

*Examples of forms to be used in data collection are given in the appendix.

Transition from Phase I to Phase II of Project

On the basis of the findings and conclusions reached at the culmination of the evaluative study of Phase I of the Secondary Schools Project, recommendations will be made for the improvement of Phase I as it is to be operated during the second year of the project and for transition to Phase II (see Exhibit C) which begins in the second year. At the end of the second year of the project, Phase II will be extensively evaluated; and a reevaluation will be made of Phase I as it is repeated with improvements during that year. When the project is concluded, a comprehensive evaluation of the three-year pilot program will be made; and "guidelines" for developing and operating a similar program in other secondary schools will be presented.

EVALUATIVE STUDY

Secondary Schools Project, AHPP

Time Schedule, 1970

Task	Month
Publication of evaluative research design	February
Administration of critical incident instrument in the four classrooms (Fielstra and Rosenquist)	January and June
Collection and analysis of data regarding student selection, participation, etc. (Rosenquist)	February and June
Description of learning experiences afforded students in the schools and in the hospitals and health-care facilities (Curriculum specialists, teachers, et al.)	May
Collection and analysis of data regarding opinions about the general quality and effectiveness of the first-year program (Fielstra)	May
Collection and analysis of data regarding student progress toward achievement of performance objectives (Fielstra, Rosenquist, curriculum specialists, coordinators, et al.)	June (early)
Comprehensive data reduction and analysis for use in evaluation report (Fielstra and Rosenquist)	July
Completion of draft report and revisions thereof (Fielstra)	July
Publication and distribution of final version of evaluation report (Staff)	August

APPENDIX

SECONDARY SCHOOLS PROJECT, AHPP

Critical Incident Report

Directions to student:

During the past semester you have done many things in the Secondary School Project. As you recall these experiences, do you remember some of them that were much more interesting and much more useful to you than the other experiences in the Project?

In the spaces provided, will you please very briefly describe the one most interesting and useful experience you had in the Project at school and the one most interesting and useful experience you had in the Project at a hospital or health facility:

My Most Interesting and Useful Experience
in the Project at School

My Most Interesting and Useful Experience
in the Project at the Hospital
or Health Facility

Now, please think again about your experiences in the Project. Do you recall some that were less interesting and less useful than others?

In the spaces provided, will you please very briefly describe the one <u>least interesting and least useful</u> experience you had in the Project at <u>school</u> and the one <u>least interesting and least useful</u> experience you had in the Project at the <u>hospital</u> or <u>health facility</u>:

<u>My Least Interesting and Least Useful Experience in the Project at School</u>

My Least Interesting and Least Useful Experience
in the Project at the Hospital
or Health Facility

SECONDARY SCHOOLS PROJECT, AHPP

Student's Evaluative Opinions*

Directions to student:

In the left-hand column below are questions about what you have learned in the Secondary Schools Project this year. In the right-hand column are spaces for you to check your answers. Please place a check mark (✓) in the space that best describes the amount of progress that you think you have made.

This is not a test. There are no right or wrong answers. Do not sign your name.

Questions	My Opinion about My Progress this Year (Check only one answer for each question.)
1. How much progress have you made in developing your ability to tell what workers do in several allied health occupations?	_____None _____Little _____Quite a bit _____Much _____Don't know
2. How much progress have you made in developing your ability to explain steps necessary to enter an allied health job, including the training and educational background needed?	_____None _____Little _____Quite a bit _____Much _____Don't know

*With appropriate variations, this form will also be used for collecting evaluative opinions from teachers and parents.

3. How much progress have you made in developing your ability to make a wise occupational choice?

_____None
_____Little
_____Quite a bit
_____Much
_____Don't know

4. How much progress have you made in developing your ability to demonstrate knowledge of how health-care facilities operate?

_____None
_____Little
_____Quite a bit
_____Much
_____Don't know

5. How much progress have you made in developing your ability to perform basic skills in selected allied health occupations?

_____None
_____Little
_____Quite a bit
_____Much
_____Don't know

6. How much knowledge have you gained about how health-care facilities operate?

_____None
_____Little
_____Quite a bit
_____Much
_____Don't know

7. How much progress have you made in your ability to identify and describe the uses of specific equipment in the health-care system?

_____None
_____Little
_____Quite a bit
_____Much
_____Don't know

8. How much have you improved your behavior appropriate to the world of work (dependability, attendance, personal appearance, etc.)?

_____None
_____Little
_____Quite a bit
_____Much
_____Don't know

9. How much have you gained in your ability to maintain your own health through the use of appropriate health care?

_____None
_____Little
_____Quite a bit
_____Much
_____Don't know

10. How much have you gained in your ability to give your family and friends helpful information about health-care facilities?

_____None
_____Little
_____Quite a bit
_____Much
_____Don't know

SECONDARY SCHOOLS PROJECT, AHPP

Student's Occupational Plans

Directions to student:

You may have decided on the occupation you are going to enter, or you may not yet have made such a decision.

If you have decided, write your occupational choice at the top of the attached sheet of paper, and then list the steps you will have to take to enter it. For example:

Policeman

1. Take a general course in high school.
2. Pass police qualifying examination.
3. Go to Police Academy for training.

If you have not decided, write about why it has been hard for you to make a choice and what you plan to do about it. Have you thought about a lot of occupations, or just a few? Have you talked to anyone about choosing an occupation, or not? How long do you think you can wait before you make a choice? Write about these questions and anything else that comes to mind about choosing an occupation.

SECONDARY SCHOOLS PROJECT, AHPP

Student Evaluation of Hospital Experience *

NAME: DATE:

DEPARTMENT:

1. Was this visit interesting?_____

2. What tasks did you learn in this department?_____

_____

_____

_____

3. How would you rate your performance?

Excellent_____ Good____ Fair____ Poor____

4. Do you feel you could have been better prepared for this visit?

_____. How?_____

_____

_____

5. Would you like to return to this department?____ Why?_____

_____

_____

_____

_____

* With appropriate variations, this form will also be used for collecting evaluative opinions from supervisors in the hospitals visited by the students.

FILMED FROM BEST AVAILABLE COPY

EXHIBIT

ALLIED HEALTH
SECONDARY SCHOOLS INTRODUCTION
FUNCTIONAL

PRELIMINARY PHASE
APRIL 1969 - SEPT. 1970

FIRST YEAR OF
SEPT. 1970 -

STAFF

ASSOCIATE DIRECTOR
Oversees project.
Coordinates with AHPP.
Supervises staff.

FIELD COORDINATORS (4)
Work with hospitals to develop school-community relations.

Develop work-experience curriculum.

CURRICULUM SPECIALISTS (2)
Responsible for curriculum development.

CONSULTANT

RESEARCH ANALYST

SECRETARIES (2)

PARTICIPATING AGENCIES

4 Hospitals

4 High Schools

4 Adjacent Junior Colleges

SCHOOL COUNSELOR ORIENTATION

Orientation to goals and purpose of the program.

Enlisting cooperation.

WORK EXPERIENCE SUMMER PROGRAM

4 students and 4 teachers, one from each participating school, to work in hospital during the summer.

Teachers to assist in curriculum writing.

HOSPITAL STAFF ORIENTATION

Special needs of the project and its students analyzed.

PILOT AND DEMONSTR
YEAR I
BASIC INTRODUCTI

Two-hour daily sche
of school time.

One year in duratio

Exploratory work ex
10 units of credit.

Academic material s
with visual aids an

Class - open to stu
10th grade.

25 students per cla

Teacher to accompan
into the field.

Students - a hetero
group including all
groups, income grou

Total students invol

Total teachers invo

TUTORING

Students who need
assistance will
by teacher-aide
volunteers.

EVALUATI

Summary and f
evaluation.
at quarterly

PREPARATI
OF PILOT PR

ALLIED HEALTH PROFESSIONS
SCHOOLS INTRODUCTION TO HEALTH PROFESSIONS
FUNCTIONAL CHART

FIRST YEAR OF INSTRUCTION
SEPT. 1970 - SEPT. 1971

PILOT AND DEMONSTRATION PROJECT
YEAR I
BASIC INTRODUCTION TO AHP

Two-hour daily scheduled block of school time.

One year in duration.

Exploratory work experience, 10 units of credit.

Academic material supplemented with visual aids and field trips.

Class - open to students in the 10th grade.

25 students per class.

Teacher to accompany students into the field.

Students - a heterogeneous group including all ability groups, income groups, and races.

Total students involved - 100.

Total teachers involved - 4.

TUTORING

Students who need remedial assistance will be helped by teacher-aide and other volunteers.

EVALUATION

Summary and functional evaluation. Reporting at quarterly intervals.

PREPARATION FOR REPEAT OF PILOT PROJECT YEAR I

SECOND YEAR OF INSTRUCTION
SEPT. 1971 - SEPT. 1972
End of Funding

PILOT PROJECT YEAR I
(REPEAT)

Another group of 100 students assist other schools in establishing program.

PILOT PROJECT YEAR II

Paid work experience program.

Coordinated by school-project staff.

Specialized training in one of the three areas of occupational training.

Coordinate with hospital in-service training.

Curriculum packages from AHPP where applicable.

EVALUATION

Report of Year I Project

CURRICULUM PACKAGE

Reproduced and distributed.

TUTORING PROGRAM CONTINUES

PREPARATION OF PILOT PROJECT YEAR III

PREPARATION FOR PILOT PROJECT YEAR II (REPEAT)

PREPARATION FOR PILOT PROJECT YEAR I (REPEAT)

THIRD YEAR OF INSTRUCTION
SEPT. 1972 - SEPT. 1973

PILOT PROJECT YEAR I
(REPEAT)

Additional group of 100 students.

PILOT PROJECT YEAR II
(REPEAT)

Group continued.

PILOT PROJECT YEAR III

Work experience project: student able to be employed after school hours as well.

Structured program for LVN's and possibly technicians.

TUTORING PROGRAM CONTINUES

CONTINUING EVALUATION AND SUMMARY

PUBLICATION OF TOTAL PROGRAM

EXHIBIT B

ORGANIZATIONAL CHART
for
Allied Health Professions Projects
and
Secondary School Basic Introduction to
Allied Health Occupations

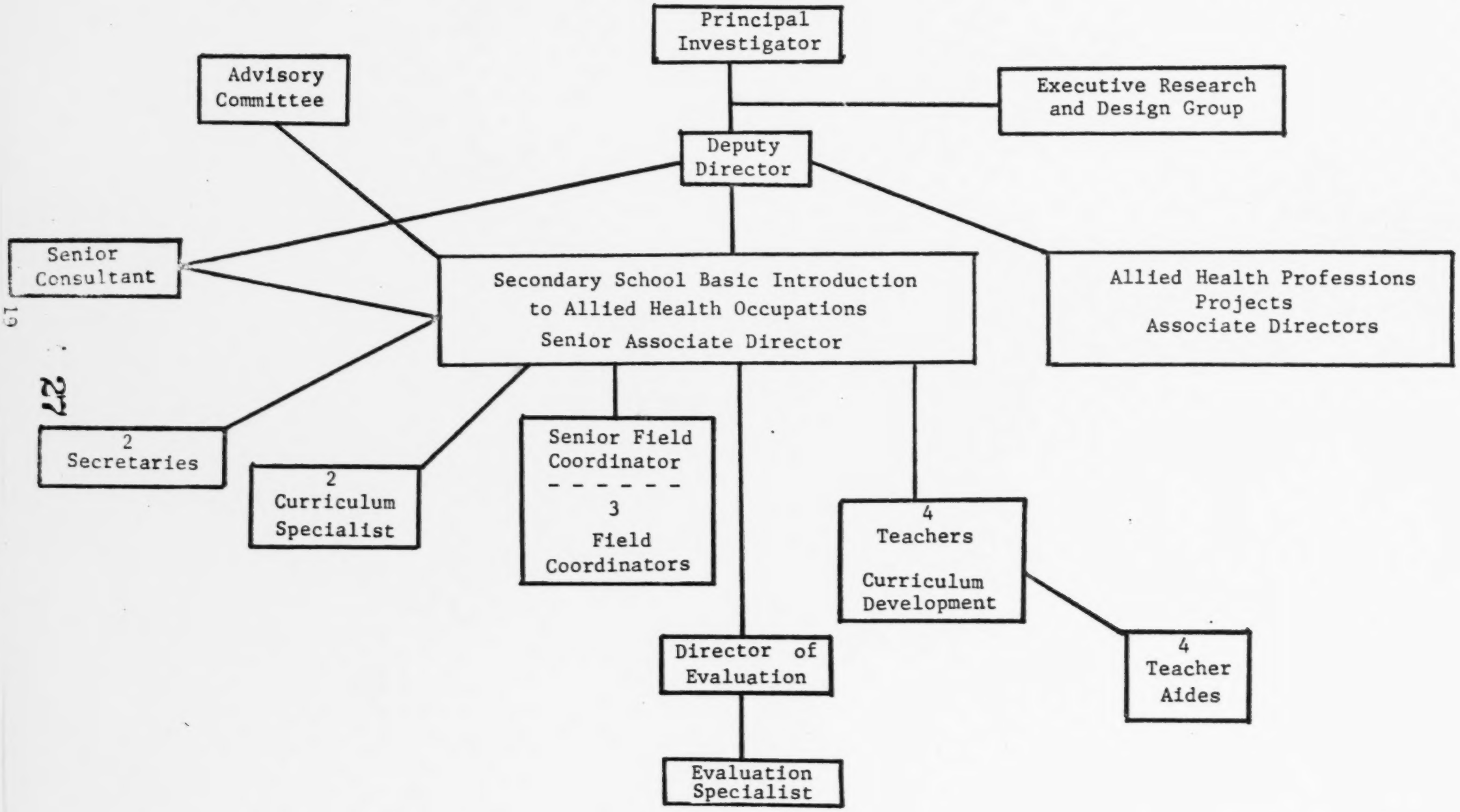


EXHIBIT C

STAFF LIST, SECONDARY SCHOOLS PROJECT

Melvin L. Barlow, Ed.D., Principal Investigator and Director
Katherine L. Goldsmith, Dr. P.H., Deputy Director
Diane E. Watson, B.A., M.S., Senior Associate Director
Clarence Fielstra, Ph.D., Director of Evaluation

Phyllis Agran, M.S., M.P.H., Curriculum Specialist

Doris Rosenthal, M.A., M.P.H., Curriculum Specialist

William Hudson, B.S., Senior Field Coordinator

Marilyn Ray, M.P.H., Field Coordinator

Gregory Threadgill, B.S., Field Coordinator

Shirley Majchrzak, M.S., Consultant

Barbara Rosenquist, M.S., Research Analyst

Marcelin Fortain, B.A., Project Teacher

Elaine Hadden, B.S., Project Teacher

May Kishiyama, B.A., M.A., Project Teacher

Maude Peronneau. B.S. R.N., Project Teacher

Charlotte Amundsen, Teacher Aide

Judy Dobson, Secretary

Margaret Campbell, Secretary

Mary Ellison, Editor

Staff List, Secondary Schools Project (Continued)

St. Francis Hospital-Fremont High School Complex

Ralph Miller, Training Director
Donald Bolton, Principal
Richard Browning, Vice Principal
Phyllis Smith, Head Counselor
Maude Peronneau, Teacher
Gregory Threadgill, Field Coordinator

Harbor General Hospital-Jordan High School Complex

Les Smith, Assistant Administrator
Ralph Watt, Training Director
Lionel Joubert, Principal
John DeBoise, Head Counselor
Elaine Hadden, Teacher
William Hudson, Field Coordinator

Cedars-Sinai Medical Center-Lincoln High School Complex

Paul Rubenstein, Director of Professional Services
Jan Costa, Training Director
Leonard Swartzman, Director of Medical Education
Peter Martinez, Principal
Lawrence Arellanes, Head Counselor
May Kishiyama, Teacher
Marilyn Ray, Field Coordinator

St. Mary's Hospital-Long Beach Polytechnic High School Complex

Anthony Abbott, Vice President, Personnel
Beverly Bohaty, Personnel Director
Jack DeBose, Principal
Don Menke, Head Counselor
Marcelin Fortain, Teacher

Martin Luther King, Jr. Hospital

Harry Douglas, Personnel Director
Tom Hawkins, Training Director

Kaiser Permanente-Harbor City

Don Martine, Training Director
Ed Bunting, Clinic Administrator

EXHIBIT D

COMPLEXES PARTICIPATING IN SECONDARY SCHOOLS PROJECT

The following complexes have been selected and prepared for participation in the evaluation.

1. St. Francis Hospital (1970-1971)
   Martin Luther King, Jr. Hospital (1971-1972)
   Fremont High School
   Southwest Junior College

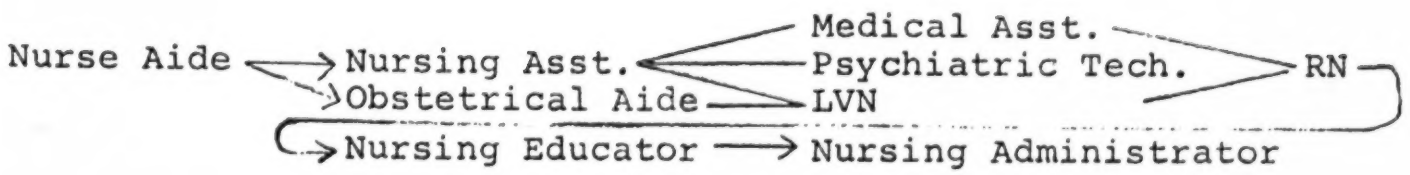
2. Cedars-Sinai Medical Center
   Lincoln High School
   Los Angeles City College

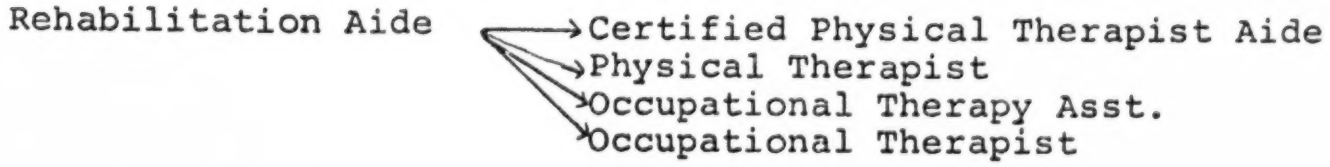
3. Harbor General Hospital
   Jordan High School
   Compton Junior College

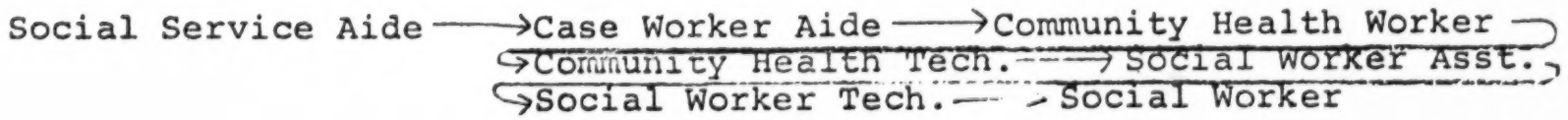
4. Kaiser Permanente (proposed participation)
   St. Mary's Hospital, Long Beach
   Polytechnic High School, Long Beach
   Long Beach City College

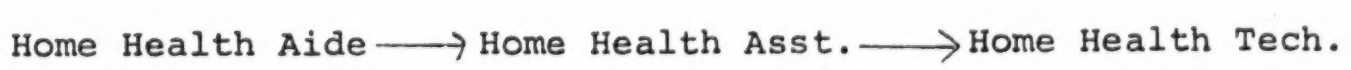
Exhibit E
Allied Health Professions Projects
Career Lattice

I. Patient Care

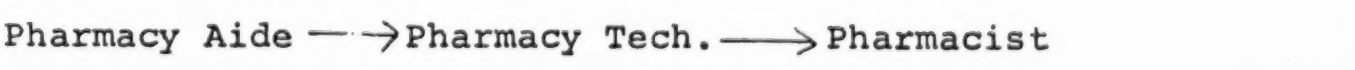


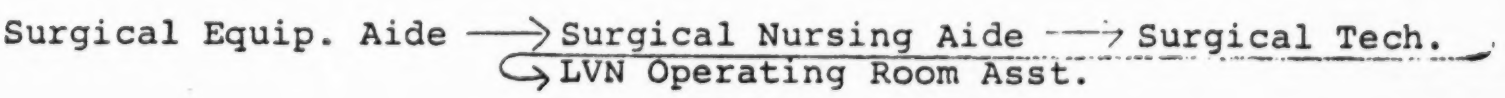


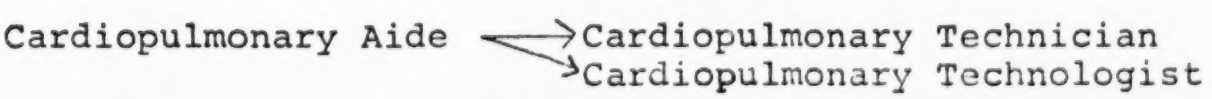


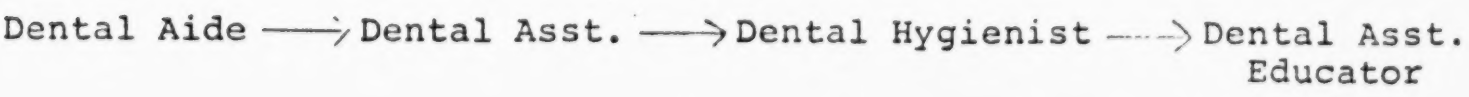


II. Technical & Clinical Occupations









II. Technical & Clinical Occupations (continued)

Electroencephalographic Aide ⇢ Electroencephalographic Tech.

Inhalation Therapist Aide ⟷ Inhalation Therapist Tech.
Inhalation Therapist Technologist.

Lab Aide ⇢ Certified Lab Aide ⟶ Medical Technologist

Animal Lab Aide → Veterinarian Asst. ⇢ Vet. Tech. ⟶ Vet.
Animal Lab Aide → Animal Lab Asst. ⟶ Animal Lab Technologist

Radiology Aide ⟶ Radiology Tech. ⟶ Radiation Health Tech.

III. Facilities Support

Porter, Janitor, Maid ⟶ Cleaning Specialist ⇢ Shift Supervisor

Lead Man ⟶ Asst. Housekeeper ⟶ Executive Housekeeper

Laundry Room Worker ⟶ Inspector ⟶ Area Supervisor
Asst. Laundry Manager ⟶ Laundry Manager

Linen Worker ⟶ Seamstress ⟶ Inspector ⇢ Supervisor
Linen Room Supervisor

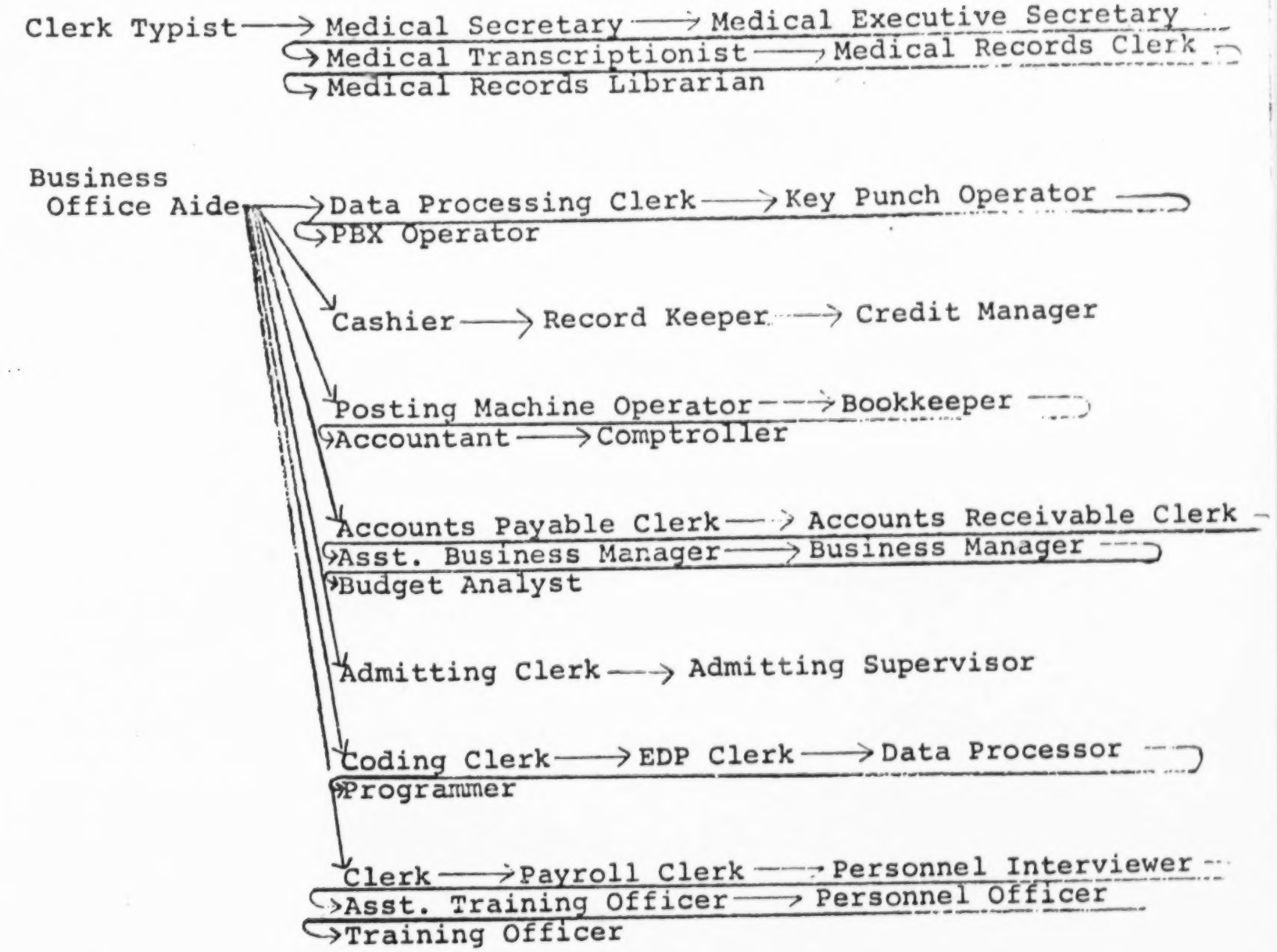
Central Service Worker ⟶ Supervisor ⟶ Journeyman

Engineer Helper ⟶ Apprentice ⟶ Superintendant (Engineering and Maintenance)
Chief Engineer

Asst. Environmental Worker ⟶ Environmental Tech.
Environmental Engineer
Facility Planning Manager

Clerical Aide ⟶ Messenger ⇢ Medical Office Worker ⇢ Receptionist
File Clerk ⟶ Ward Clerk ⟶ Unit Manager

III. Facilities Support (Continued)



University of California
Division of Vocational Education
Dr. Melvin L. Barlow, Director
Dr. David Allen, Deputy Director
Elinor Shenkin, Administrative Assistant

National Advisory Committee
(Representatives of National Organizations in Health Fields)

Allied Health Professions Projects

Principal Investigator & Director

Dr. Melvin L. Barlow

Executive Research Procedures & Design Group

David Allen	Miles H. Anderson
Melvin L. Barlow	B. Lamar Johnson
Richard S.Nelson	Bernard R. Strohm

Deputy Director
Dr. Katherine L. Goldsmith

Research Associate
Dr. T.D. Cullen

Facility Support Services
Senior Associate Director
Robert R. Henrich

Clinical Services
Senior Associate Director
Thomas E. Freeland

Secondary School Curriculum
Senior Associate Director
Diane E. Watson

Office Supervisor
Carol Tripp

Secretaries

D. Baus
M. Campbell
J. Dotson
M. Herrick
M. Hunter
C. Johnston
C. Little
B. Sturdivant

mah

O. Earl DiCicco
Jerome Epstein
Minna L. Gosman
Joseph Zakar

David Ainsworth
Anna Pattison
Howard Taub
Lucile A. Wood

Phyllis Agran
Clarence Fielstra
Marcelin Fortain
Elaine Hadden
William Hudson
May Kishiyama
Shirley Majchrazak
Maude Peronneau
Marilyn Ray
Barbara Rosenquist
Doris Rosenthal
Gregory Threadgill

Editors
Mary Ellison
Sylva Grossman
Seba Kolb

Health Professions Advisory Committees
(Representative of National Professional Organization & Service Consumer Groups)

FILMED FROM BEST AVAILABLE COPY